

P.E. Teacher

Classroom SLO: All students will be able to do 50 sit ups by the end of the school year.

Assessment Focus: Alignment and Stretch

Teacher's Role: 7-8th grade P.E. Teacher. You have 150 students per day. You are writing the SLO for your 7th grade class. You have chosen sit ups as your “cumulative end-of-course assessment” because it is good to build up the core muscles, and it doesn’t take any equipment or much space to test the students.

Evaluator's Role: After reading the SLO assessment, you decide that the assessment doesn’t align to enough of the P.E. standards for 7th grade. Core strength is only one part of the P.E. standards. You are to coach the teacher to rethink how the assessment can cover all the P.E. standards for 7th grade. The performance assessment will need a rubric and must be evaluator approved.

Music Teacher

Classroom SLO: Students will sing part of a selection in four-part harmony using correct pitch, intonation, and musicality.

Assessment Focus: Format Captures True Mastery

Teacher's Role: High School Chorus. You have chosen to work with the General Chorus for your Classroom SLO. You will have the students sing one section of a piece of music in four-part harmony with two people on each part. You will conduct this assessment during the class period over several days. Each group will sing in front of the whole class. The students' grade is based on participation.

Evaluator's Role: The administration of the assessment does not have an LEA-wide performance rubric. The teacher has not given information about what proficiency of these music standards look like since the grade is only based on participation. Although the assessment measures the standards, the scoring does not measure skill level mastery. You are to coach the teacher to develop a performance rubric working with other music teachers in the LEA.

Art Teacher

Classroom SLO: The 5th grade students will create a portfolio of all of their art activities for the year.

Assessment Focus: Rigor and Complexity

Teacher's Role: You are an elementary art teacher. You see each class once per week for 40 minutes. You do not know how you are supposed to teach the art standards to mastery since you only see each class once per week. In addition, it goes against your teaching philosophy to have the students master the concepts. You want the students to “love” art and besides, some students just don’t have drawing skills. It is your belief that the students should just have fun in your class experimenting with art, not have to “master” standards. So you have decided to have each student in 5th grade keep a portfolio of all the projects throughout the year. Since you grade on effort and not on their work, no grades will be attached to the products.

Evaluator's Role: The discussion will be around philosophy of instructional practice. The teacher doesn’t want to teach the standards to mastery. You will need to bring her around and convince her that art is not just for fun. She is responsible for ensuring student proficiency. In addition, all projects will need to be graded using a project rubric. The items in the portfolio will need to reflect a continuum of increasing difficulty and skill. This assessment is too vague.

Social Studies Teacher

Targeted SLO: Ten students in the Low Level of Preparedness in Government Period 1 will score at least a 75% on the end-of-course final assessment.

Assessment Focus: Alignment and Complexity

Teacher's Role: High School Social Studies Teacher. You are one of two Social Studies teachers in the school. Your teaching assignment is U.S. History, Government and Economics. Most of your students are junior and seniors. Because you have three preps and 150 students, you have no time to create projects or test questions. You rely solely on the vendor created end of book exam for your Government test. All the questions are multiple-choice. Since the vendor states that the materials are aligned to Arizona standards, you do not check for alignment. That takes way too much time. Besides, you believe all students should pass the government exam by the end of the year regardless of how low they start out.

Evaluator's Role: The teacher has not checked to see whether the items in the test all align to Arizona standards. As they are multiple-choice questions there is a good chance they are mostly recall questions at the knowledge level. The questions are not appropriately challenging for the course. The standards would be better assessed with a combination of multiple choice questions and project based hands on assessments, especially for the Low Level of Preparedness students. You are to coach the teacher to analyze the vendor test for alignment, and possibly use a more projects based assessment.

Science Teacher

Targeted SLO: All students in the Low Level of Preparedness will pass the Chemistry exam by the end of the year with at least a 75% score.

Assessment Focus: Rigor and Complexity

Teacher's Role: You are the AP Chemistry teacher. You are a Chemist by trade going into the teaching profession after retirement. You are of the "old school philosophy" that hard work and study is all it takes for a student to pass, so all of the students regardless of level should pass the test at the end of the year. If they weren't going to pass it, why should they be in your class? Since the AP test results come back too late, you go to the local community college and get a copy of an old chemistry exam for your SLO assessment. It is mostly fill in the blank and multiple choice. The questions are written using college vocabulary.

Evaluator's Role: The assessment is way too difficult for the Low Level of Preparedness students. They need a separate assessment based on their baseline data from the beginning of the course. The teacher needs to target only some standards, possibly vocabulary. You will need to discuss with the teacher the benefit of a differentiated, targeted approach to working with these students.

First Grade Teacher

Targeted SLO: Five out of ten students will know their letters and sounds by the end of the year.

Assessment Focus: Rigor and Complexity

Teacher's Role: First grade teacher in a Title I school. You have a low group this year. All of the students could be in the low level, but you only decide to write the SLO for the lowest ten students. You are worried about your evaluation score so you only choose a target score of 50% of your students. Attendance is poor at your school. You can't be held accountable for teaching those students who don't come to school regularly. Many years ago you created an assessment to orally quiz each student on the letters and their sounds. You have used it for years, so of course you would use it for the final assessment for your Targeted SLO.

Evaluator's Role: This assessment, being teacher created, is not rigorous enough to truly measure growth of 1st Grade. It doesn't cover enough of the standards to gather accurate data of a student's growth. You will also need to address the attendance concern of the teacher. Setting the Targeted SLO at only 50% of the students is too low.

Elementary Grade 6 Teacher

Social Studies Classroom SLO: All students will individually complete a replica model of Athens, Greece in ancient times depicting the architecture, social customs, religion and politics. The project will be scored on a performance rubric score. Students are to score at least in the 2 category out of 4.

Assessment Focus: Rigor and Complexity

Teacher's Role: You are a secondary teacher teaching 6th grade departmentalized social studies in an elementary school. In teaching World History, you love the study of Greece. You believe that if the students understand Ancient Greece, they will understand the world, so you focus most of the year on Ancient Greece. As the end-of-course assessment the students will each create a replica of Athens at home on their own time. The rubric you will give the students will include materials to purchase, design requirements, and size of the model. This was a project you did in school and you loved it, so you want your students to experience it also.

Evaluator's Role: This assessment is too narrow for a Classroom SLO. To only assess Ancient Greece does not cover the majority of the content standards. The project is also too complex. The teacher wants to have the students individually create the project at home. This would not be a valid, nor reliable assessment. Many of the students would not have the funding to purchase the appropriate supplies. You will need to discuss other ways to assess the students and yet still maintain a projects-based assessment.

SPED Resource Teacher K-6

Special Education SLO: Eight out of ten 4th-6th grade students will increase in reading comprehension by at least 65% as measured by Accelerated Reading Scores.

Assessment Focus: Alignment

Teacher's Role: Special Education Resource Teacher using a "pull-out" model. You see each of the ten students every day for supplemental reading services. The classroom teacher uses Accelerated Reading. The students love choosing books at their level. It is a good motivation strategy to encourage them to read.

Evaluator's Role: Although Accelerated Reader can be very motivational; it is a fluency assessment, not a reading comprehension assessment. You are to discuss with the teacher the need for the assessment to match the skills being taught.